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ABSTRACT

The Mohawk Language Checklist was developed for the intermediate grades, after the implementation of the Bilingual Education Act of 1968 increased the need for Mohawk language materials. It was designed to: (1) determine the need for bilingual instruction; (2) identify students needing bilingual instruction; and (3) determine the effectiveness of the instruction. Basic general Mohawk vocabulary was categorized. Students' progress was evaluated, using the checklist, under two categories: picture association and pronunciation. The Mohawk Language Checklist has four tests: introductory Mohawk; expanded oral vocabulary development; introductory reading; and introductory writing. Two other tests were designed to follow the Mohawk Language Checklist: the Mohawk Language Picture Association Tests (ML-PAT I and ML-PAT II). (The checklist is presented, in the English language, as well as instructions for testing). (MH)

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Mohawk Language Checklist

Abstract

Upon the implementation of the Title VII Native American Elementary Bilingual Education Program, there were no evaluation or assessment instruments available for the Mohawk Language nor were there Mohawk Instructional Materials for teaching these languages in the classroom.

The first step was to determine the basic general vocabulary being presented within the Mohawk Language Classroom and then to categorize it in a sequential teaching order. As all teachers did not cover the vocabulary presentation in the same order, a basic sequence was devised for the Mohawk Language Checklist.

The purpose of this checklist was to evaluate a student's progress as he completed each category or a group of categories. His/her progress is recorded under two headings : 1) picture association (student can point to picture when Mohawk word is spoken)2) Pronounciation- student can pronounce word correctly when shown the picture.

The third column should take place as a recall item to recheck the retainment of the vocabulary. It should take place after a time lapse.

Due to the fact that several dialicts and spellings exist for the Mohawk Language, the checklist was written in English to allow the user the freedom of translating to his/her own language dialect. It also serves as a checklist that can be utilized for any language progress check- a recording instrument for charting vocabulary building progress only.

After utilizing this instrument , it was found that due to its individual nature, one of its drawback is the length of time involved in administering it. However, it serves a useful purpose to keep an

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individual record of the student's progress. In this way, the teacher will know where further individual help might be needed.

It does not evaluate progress of language development in a broad sense nor does it evaluate sentence building. It is a basic vocabulary instrument only.

Additional Information

* As this instrument was developed in conjunction with actual teaching materials, the letters and numbers in the left hand margin indicate the kit where instructional materials for each category can be found.

** Corresponding picture association cards were completed for each vocabulary word

*** The Mohawk Language Checklist precedes and serves as a base for two other instruments:1) ML-PAT I , Mohawk Language Picture Association Test and 2) ML-PAT II , Mohawk Language Picture Association Test . Both of the above tests are in Mohawk.

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Upon completion of the vocabulary sequence, the student's progress was recorded and these recordings over a period of time were translated into Means Standard Deviations and Dependent T-Tests for each grade.

MOHAWK LANGUAGE CHECKLIST

LEVEL I

Student's Name_____ School_____

Grade Level_____ Age_____

Homeroom Teacher_____ Language Teacher_____

INTRODUCTION

The Mohawk Language Checklist (MLC) was prepared due to the fact that there were no previous testing instruments available. Although it is not meant to be a testing instrument in itself, it can be utilized to record the student's progress and to indicate how much of the vocabulary has been retained.

Levels have been assigned to represent the stage of the learner. Level I indicates the oral-aural stage and the introductory level of the Mohawk Language. In this stage, the individual is exposed to oral vocabulary and develops the ability to respond verbally.

Level I	Introductory Mohawk oral-aural
Level II	Expanded oral vocabulary development Introductory reading and writing
Level III-IV	Advanced Mohawk Language Development

MLC (I) records only the student's oral vocabulary progress. It is divided into three parts.

Part I Indian name, greetings, commands

Part II Topical units--colors, numbers, foods, animals, toys, clothing, household, family, parts of the body, money, seasons, time, shapes.

Part III Alphabet, beginning word recognition.

After each area has been taught, the teacher should evaluate the student's understanding by checking off those vocabulary words learned.

DIRECTIONS FOR ADMINISTERING THE MLC (I)

**Understanding and pronounciation (behaviors A and B) should be administered after each group of vocabulary words are taught.

Behavior A (<u>understanding</u>) - Display the pictures for each word in the unit being tested. Say the Mohawk word. Have the student point to the corresponding picture on the picture test board. Make a check mark if he/she responds correctly.

Example: Say "takos". Direct the student to pick out the corresponding picture on the picture board. If he/she points to cat, place a check mark in the appropriate box.

DIRECTIONS (con't)

Behavior B (Pronounciation) For each word in the unit being tested, display the picture (point to the picture on the picture test board). Direct the student to respond to each picture, naming the picture in Mohawk. Make a check mark for each word pronounced correctly.

Behavior C (Reassessment) After the teaching of a topical unit is completed, the student should be rechecked to see if the vocabulary has been retained or this can be used as a final check, testing the student at the end of the unit.

Example: After the teaching of the unit on animals, display the picture test board. Point to an animal and have the student respond in Mohawk. Make a check mark for each vocabulary word retained

**The letters and numbers in the margins indicate the kit where teaching materials may be found -- LPG-Lesson Plan Guide, K-Kit, L-Level.

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The Mohawk Language Checklist was prepared by Catherine Steele, Curriculum Specialist for the Title VII Bilingual Education Program, Salmon River Central School, Ft. Covington, N.Y.

TOPIC	LANGUAGE CONTENT	BEHAVIOR		
		A) Associate Picture (action) with spoken word	B) Pronounce word correctly	C) Reassessment
	PART I			
Name	Own Indian Name			
Greetings	Hello, Goodbye			
Commands	Come, Sit down			
	Stand up, Go			
	Look, Stay here			
	Close the door			
	Give me			
	PART II			
Colors	blue,green,orange			
L1-K3	brown,black,white			
LPG 3	red,yellow,purple			
Numbers	1-10			
L1-K1	11-20			
LPG 1	above 20			
Foods	cherries, plums			
L1-K5	grapes			
LPG 5	orange,banana,apple			
	strawberries			

TOPIC	LANGUAGE CONTENT	BEHAVIOR		
	PART II	A) Associate picture or action with spoken word	B) Pronounces word correctly	C) Reassessment
Foods	blueberries			
	vegetables			
	fried bread, potato			
	eggs, bread, milk			
	cheese, fish, meat			
	sugar, butter			
Animals	dog, cat, duck			
L1-K6	pig, bull, horse			
LPG 6	cow, bear, fox			
	skunk, deer, rabbit			
	turtle, snipe, wolf			
Clothing	socks, shoes, hat			
L1-K8	pants, shirt, blouse			
LPG 8	dress, coat, mittens			
	nitewear			

TOPIC	LANGUAGE CONTENT	BEHAVIOR
	PART II	A) Associate Picture or action with spoken word / B) Pronounce word correctly / C) Reassessment
Toys	ball, doll	
L1-K15		
LPG15	wagon, toys	
The House	house, stove	
L1-K7	table, kitchen	
LPG7	chair, dish	
	refrigerator, plate	
	spoon, fork, knife	
	living room, lamp	
	couch, chair	
	radio, television	
	bedroom, dresser	
	mirrir, door, roof	
Family	mother, father	
L1-K9	baby, boy, girl	
LPG9	grandmother	
	grandfather	
Parts of Body	body, head, arm	
L1-K13	leg, neck, hand	

TOPIC	LANGUAGE CONTENT	BEHAVIOR
	PART II	A)Associate Picture or action with spoken word / B)Pronounce word correctly / C)Reassessment
Parts of Body	foot,hair,eye	
	ear,nose,mouth	
	eyebrow	
Money	money,penny,nickle	
L1-K11	dime,quarter	
Seasons and Weather	fall,winter	
	spring,summer	
L1-K10	rainy,sunny	
LPG10	cloudy,snowy	
Time	clock	
L1-K12	one o'clock,two o'clock	
LPG12	three o'clock,four o'clock	
	five o'clock,six o'clock	
	seven o'clock,eight o'clock	
	nine o'clock,ten o'clock	
Shapes	circle,square	
L1-K4	triangle,rectangle	
LPG4		

TOPIC	LANGUAGE CONTENT	BEHAVIOR

PART II

		A)Associate Picture or action with spoken word	B)Pronounce word correctly	C)Reassessment
Action Words	sleep, smile, climb			
LPG 16	walk, drive, eat			
	run, jump, do this			
	dance, clap your hands			

PART III

Alphabet	Beginning sounds	A)Associate Picture with sound	B)Names letter	C)Matches sight word to letter
	H, K, N, W, R,			
	S, T, B, F, M,			
	A, E, O, I			

Additional words that the student: understands pronounces correctly